**Task 1 summary**

**Key expectations**

1. Building sustainable pathways and **partnerships**
2. Developing a mutual understanding and expectations **across sectors**
3. Finding out about what is happening nationally and the capacity of the system to deliver effective **partnerships**
4. Finding out more about how the qualifications will reflect and articulate with the curriculum
5. Cohesive provision 3-18, progression, continuity & transitions for individual learners with an emphasis on a stronger skills based curriculum.
6. Wider community where learning takes place and the range of opportunities available in the context of the senior phase – Opening up learning
7. Discussion of how strategic Local Authority **partnerships** might work to support delivery
8. Work to help schools and others work out what they need to be doing from now onwards
9. Identifying solutions to developing capacity to deliver in the current financial, political and accountability climate.
10. How is success of the senior phase measured.
11. See a picture/view of what the senior phase could look like.
12. Agree a shared direction between **partners** about how we get there.

**Key desired outcomes**

1. Building on the good practice that already exists
2. Thinking about and devising models for timetabling
3. Getting transformational **messages across** about the potential of senior phase
4. How to have learner achievements recognised and values
5. Curriculum design, flexible planning**, continuities of assessment** and delivery applied to local situation and individual learners.
6. Greater understanding and engagement of each other in **partnership** and implications for learners, centres and staff.
7. Strategic **Partnership** models (identification of partners, definitions of strong effective of partnerships, sustainability of partnerships)
8. Steps schools and others need to consider as an Audit Framework
9. Identify and communicate potential models for **building capacity** in the coming years in all sectors and at LA levels
10. Respectfully and in the spirit of true **partnership** provide Guidance for SG and HMIE on measuring success of the whole range of entitlements of Senior
11. Reach a balance between risk and accountability.
12. Gain a better understanding of the implications for our **own and other sectors**.

**Key messages**

1. **Different aspects of partnerships**
2. **Consistent messages re senior phase**
3. **Qualifications**
4. **Capacity**
5. **Personalisation agenda**

**Task 2 summary**

**Key opportunities**

1. Looking at learning teams **across sectors** to develop cohesion and connections (framework for learning)
2. Sectors Learning from each other and developing **partnerships** , pupil mentoring and personal support processes (joint CPD and transitions)
3. Engaging **3rd sector, employers and training providers** in building the capacity of learning opportunities
4. Meeting the needs of learners at all levels – increasing the range of pathways (making connections and developing skill sets – including leadership, team-working)
5. Using college and employer connections to develop **partnerships** in schools (through existing college partnerships)
6. Potential for transformational change
7. Creating “education without walls”
8. Building in articulation and flexibility through the design of the **qualifications** and through structures
9. Bringing about economies of scale through an S4-S6 model which allows schools to offer wide variety of courses
10. Changing the subject based culture and enhancing teacher professionalism
11. Structured and proactive **partnership** working to open up learning opportunities. Engage partners at the point of implementing a programme through to evaluating its impact.
12. Flexible use of time, flexible delivery to meet the **needs of learners** e.g. VLEs, home study, voluntary work, work placement etc.
13. **Learners taking more responsibility** of their learning – use of personal learning units, leadership qualifications etc.
14. Opportunities for **working with students** as peer learners/assessors, self assessment/self awareness.
15. Opportunity to offer the wider range of **qualification** and experiences (work related learning, volunteering as examples) to young people
16. **Personalisation agenda** should allow for appropriate range and balance of experiences.
17. Enable all teachers to embrace **personal support** responsibilities for all young people. This will mean that young people will have what they need by way of support – not just MCMC/ASN group.
18. **Individualised learning** – particularly for post 16s. Opportunity for young people to be involved in working out what works best for them.
19. Opportunity for **qualifications** to mirror the holistic experience of young people.
20. Provide a deeper, broader, richer curriculum for all young people, utilising skills of teachers and learners.
21. Challenge and stretch all young people, most able to MCMC
22. More focussed **coherent joining up** of all learning experiences, blended provision.
23. Culture shift, matching learning to how learners learn.
24. Equity in **partnership** working, partners involved at all levels from strategic to operational.

**Key challenges**

1. Impact on and sustainability of staffing ,structures and partnerships
2. Managing change whilst maintaining staff confidence in the context of limited resources
3. **Engaging 3rd sector, employers and training providers** in building capacity. (Roles and responsibilities)
4. Communication with parents, employers and other stakeholders
5. Recognising the complexities of achieving the end game for all stakeholders
6. Leadership at all levels including for example higher level of commitment and understanding at chief exec level
7. Structural and philosophical opposition to transformational change – challenging the desire to stay with the known
8. Overcoming structural barriers to flexibility of delivery
9. Fear of “subject erosion” – issues of “how many subjects?”; providing an open choice of courses as opposed to compulsory choices
10. Getting other **stakeholders** “on message” – universities; employers; parents and learners
11. Capacity of **partners** to provide across the system
12. Potential ambiguity around entitlements – need to be clear what is meant by entitlements, shared understanding.
13. Provision of sound management, guidance/information in **supporting learners** in making most appropriate choices.
14. **Tracking individual progress.**
15. Ensuring overall quality of provision.
16. Public awareness and public education. Also involving universities (admissions officers), employers, sector skills councils in recognising the learning and qualifications
17. Capitalising on parents and others (employers) positive contributions
18. Sustainability
19. Financial implications of wider personalisation and choice e.g. travel
20. **Planning** for, operationalising and recording and valuing a wider range of a young persons achievement
21. Ensuring all teachers embrace **personal support** responsibilities and that structures enable support to be delivered
22. How do we know what we plan to do will make the differences that we want?
23. How can we engage with young people, parents, stakeholders and the wider community?
24. Bringing together **partners** with different methodologies, values and directions effectively.
25. CPD to support colleagues in all sectors through period of change.
26. **Planning** for transition into the senior phase from the broad general education.

**Key messages**

1. **Different aspects of partnerships**
2. **Consistent messages re senior phase**
3. **Qualifications**
4. **Capacity**
5. **Personalisation agenda**
6. **Personal support**
7. **Planning**

**Other issues**

1. **CPD**
2. **Finances e.g. staffing**
3. **Public awareness e.g. parents, employers**
4. **Managing transformational change issues**
5. **Sustainability**